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ABSTRACT

This brochure is a checklist to rate school compliance with the standards for school guidance programs in Maryland, which were developed by the Maryland State Department of Education. The first set of standards addresses the philosophy and goals of school guidance programs in Maryland and the extent to which program goals and objectives are developed. The second set of standards addresses the scope and operation of the overall guidance program, including planning, organization, and evaluation. The third set of standards addresses counseling services, consulting services, appraisal services, and information/placement services. The final set addresses skill and professional development of the guidance staff. (TE)

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STANDARDS FOR SCHOOL GUIDANCE PROGRAMS IN MARYLAND

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DIVISION OF COMPENSATORY, URBAN, AND SUPPLEMENTARY PROGRAMS

MARYLAND STATE DEPARTMENT OF EDUCATION

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MARYLAND STATE DEPARTMENT OF EDUCATION
STANDARDS FOR SCHOOL GUIDANCE PROGRAMS IN MARYLAND

In order to define a level of adequacy for school guidance programs, the Maryland State Department of Education has developed the following program standards. Each standard embraces a series of criteria for determining the extent to which the standard has been met. The fifteen standards address all components of the school guidance program; they have been grouped into four sections:

1. **Philosophy and Goals** - Standards 1.0 - 2.0 address the basis for school guidance programs in Maryland and the extent to which program goals and objectives are developed.

2. **Program Planning, Organization, and Evaluation** - Standards 3.0 - 8.0 address the scope and operation of the overall school guidance program.

3. **Delivery of Service** - Standards 9.0 - 12.0 address counseling services, counsulting services, appraisal services, and information/placement services.

4. **Staff Effectiveness** - Standards 13.0 - 15.0 address skill and professional development of the guidance staff.

Directions for Standards Checklist

The series of criteria statements following each standard are intended to help guide school personnel in determining an appropriate rating for each standard. Criteria statements should be checked either yes or no or should be left blank. Supportive evidence must be provided in order to validate ratings (see examples provided within the documentation column).

The following scale should be used when rating each standard:

0 = Not Started:	When all criteria statements are checked no.
W = Working Toward:	When criteria statements are checked both yes and no.
A = Implemented:	When all criteria statements are checked yes.
NA = Not Applicable:	When criteria statements are viewed as irrelevant or not applicable

STANDARD	EXAMPLES OF DOCUMENTATION
Philosophy and Goals	
____1.0 The guidance program has a written philosophy which is consistent with the educational philosophy of the school as well as with local education agency and state guidance philosophies.	____Local education agency guidance handbook or philosophy statement
The school guidance philosophy:	____School manual with philosophy statement
____1.1 stresses that guidance is for all students	
____1.2 stresses that guidance is an integral part of the total educational program involving the total school staff	
____1.3 defines guidance as a systematic program which focuses on the developmental needs of students	
____1.4 incorporates the belief that each individual is unique	
____1.5 indicates that students have certain responsibilities and rights	
____2.0 The school guidance goals and objectives/outcomes are based on identified student needs.	____Local education agency guidance handbook
Goals and objectives are written for:	____School manual
____2.1 personal and academic growth	____Counselor "job targets" or performance plan
____2.2 educational and career decision making	____Needs assessment data (formal or informal)
____2.3 interpersonal skills	____Team conference reports
	____Staff meeting reports

STANDARD	EXAMPLES OF DOCUMENTATION
Program Planning, Organization, and Evaluation	
_____3.0 The following are involved in some way with the development, coordination, implementation, or evaluation of the program. Staff are involved as follows (indicate by checking appropriate spaces to the right):	____ Minutes from faculty advisory meetings, team meetings, or guidance advisory committee meetings ____ Verbal reports ____ Anecdotal information

	Dev.	Coord.	Impl.	Eval.
_____3.1 counselor	____	____	____	____
_____3.2 school based administrators	____	____	____	____
_____3.3 central office administrators	____	____	____	____
_____3.4 teachers	____	____	____	____
_____3.5 paraprofessionals/secretaries	____	____	____	____
_____3.6 students	____	____	____	____
_____3.7 parents	____	____	____	____
_____3.8 other:	____	____	____	____

STANDARD	EXAMPLES OF DOCUMENTATION
____4.0 The school guidance program has been organized to best meet the needs of students.	____Counselor schedules and/or calendar
The school guidance program has been organized to:	____Counselor-student ratio
____4.1 allow sufficient counseling time for all students	____Student counseling log
____4.2 meet individual student needs through a variety of services	____Local education agency guidance
____4.3 allow for the sequential development and application of personal/academic, decision-making, and interpersonal skills of students	____Verbal reports/anecdotal information
____4.4 meet staffing ratios suggested in Title 13A.03.01.03 of the Code of Maryland Regulations (1 to 300-399) and those suggested within local education agency policies	____Results of counselor time survey
____5.0 The school principal provides time, resources, and support to ensure the achievement of guidance program objectives.	____Budget information
The school principal:	____Counselor scheudles or calendars
____5.1 assists in communicating the guidance program to the school community	____Purchase orders
____5.2 provides for guidance materials	____Verbal reports
____5.3 provides facilities for guidance program implementation	____List of supporting staff
____5.4 allocates secretarial and support staff to assist guidance counselors with specified tasks	____School newsletters or flyers
____5.5 encourages staff to use the counselor as a resource person	____School handbook
	____Central office information

STANDARD	EXAMPLES OF DOCUMENTATION
____6.0 The guidance staff makes use of appropriate school and community resources when following through with the referral process. The staff: ____6.1 makes appropriate referrals within the school system ____6.2 makes appropriate referrals to community agencies	____Minutes of team meetings ____Referral reports
____7.0 The school guidance staff conducts an ongoing outreach program for students, parents, staff, and the community to secure understanding about, and support for, the guidance program. The staff: ____7.1 Conducts outreach activities within the school ____7.2 Conducts outreach activities within the community	____Newspaper articles ____List of PTA/community activities ____School newsletter ____Counselor schedules or calendars
____8.0 There is a formal procedure used to evaluate the <u>total guidance program</u>. If either of the following evaluation strategies is being used, rate the standard "A": ____8.1 internal evaluation (use of local evaluation instruments and procedures) ____8.2 external evaluation (use of state, regional, or national evaluation instruments)	____Local education agency guidance handbook ____Results of guidance program evaluation

STANDARD	EXAMPLES OF DOCUMENTATION
Delivery of Service	
_____9.0 The guidance program incorporates counseling services which are available to all students.	_____Student counseling records
These services are available:	_____Counselor schedules or calendars
_____9.1 on several bases, such as personal request, counselor initiated contacts, and referrals from teachers, parents, administrators, and community agencies	_____Results of student surveys or student interviews
_____9.2 on a continuing basis, if appropriate	_____Verbal reports
_____9.3 during the school day and/or at other times	_____Counselor/student contact log
_____10.0 The guidance program incorporates consultation services.	_____Consultation records
These services:	_____Results of school staff surveys or interviews
_____10.1 help make it possible for teachers and administrators to meet the guidance needs of students	_____Verbal reports by teachers
_____10.2 emphasize interpretation of the program to students, school staff, parents, and the community	_____Samples of handouts or materials used in consultation activities
_____10.3 facilitate coordination of client referrals to appropriate sources	

STANDARD	EXAMPLES OF DOCUMENTATION
_____11.0 **The guidance program** incorporates student appraisal and evaluation services. These services: _____11.1 emphasize interpretation of appraisal information _____11.2 result in information about students which facilitate educational and/or career decision making _____11.3 are provided in accordance with federal, state, and local laws and bylaws involving student appraisal and evaluation	_____Copy of guidance testing program _____Anecdotal information _____Verbal reports _____Guidance handbook (LEA) _____Minutes from team meetings _____Report of how student (PDS/SRS) information is used
_____12.0 **The guidance program** incorporates information and placement services. These services: _____12.1 enhance the educational and career information available to students, parents, teachers, and administrators _____12.2 facilitate student planning for post high school training or job entry	_____Verbal reports _____Anecdotal information _____Interviews with central office staff _____Copies of screening process and counselor certificates from central office (provided by central office staff)

STANDARD	EXAMPLES OF DOCUMENTATION
Staff Effectiveness and Training	
____13.0 Needs of the student population are considered when guidance counselors are selected or appointed.	____Verbal reports
	____Anecdotal information
When counselors are selected or appointed	____Interviews with central office staff
____13.1 recruitment needs have been considered	____Copies of screening process and counselor certification from central office (provided by central office staff)
____13.2 they should be qualified to meet the Maryland state certification requirements for "guidance counselor."	
____14.0 Appropriate procedures are used to evaluate the guidance staff.	____Results of individual counselor evaluations
These procedures ensure that:	____Copies of counselor evaluation instruments
____14.1 the guidance staff periodically evaluates itself	____Local education agency guidance handbook
____14.2 guidance criteria are used to evaluate the guidance staff	
____14.3 persons knowledgeable about guidance programs are involved in the evaluation of counselors	

STANDARD	EXAMPLES OF DOCUMENTATION
____15.0 The guidance staff participates in ongoing learning experiences emphasizing guidance related needs. These experiences are designed to: ____15.1 meet the needs of the professional and support staff ____15.2 capitalize on the competencies of staff ____15.3 allow for planned inter-school (between school) and intra-school (within a school) activitites	____Copy of local education agency or school inservice schedule ____Summary of counselor inservice programs and/or agenda(s). ____Counselor schedule(s) or calendar ____Anecdotal information ____Verbal reports

STANDARDS REVIEW PROCEDURE FOR SCHOOL GUIDANCE PROGRAMS IN MARYLAND

Through the "State Plan for Improving Guidance Services in Maryland," the State Board of Education has authorized various activities for establishing guidance program standards (Resolution 1979-82). The intent is to define a level of adequacy for school guidance programs statewide.

In addition to these standards, the State Board has authorized "a procedure to evaluate the extent guidance programs in the state are able to comply with the standards" (Activity 2.1.7., State Plan). Essentially, the review procedure is intended to:

1. Provide Maryland State Department of Education staff with first-hand opportunities and data for assessing the program and professional development needs which exist in guidance statewide.

2. Provide Maryland local education agencies (LEAs) with the opportunity to receive objective feedback related to their guidance programs on a regular basis.

3. Provide Maryland local education agencies with a program evaluation instrument that they can use or modify to conduct self-assessments of their guidance programs.

4. Provide an opportunity for dialogue between school staff, LEA central office staff, and MSDE staff concerning the local guidance program.

The review procedure consists of the following eight steps:

1. Standards reviews will be based on use of the instrument entitled "Standards for School Guidance Programs in Maryland." Eight different LEA reviews will be scheduled each year (see attached schedule). Additional reviews may be scheduled on a voluntary basis.

2. Standards reviews will be coordinated by the Maryland State Department of Education Pupil Services staff in conjunction with the local education agency guidance supervisor; review dates will be scheduled at the beginning of the school year.

3. For each review, standards review committees will be established. These committees will consist of the Maryland State Department of Education Pupil Services staff, guidance supervisors from neighboring local education agencies, and other staff as deemed appropriate.

4. For each review, local education agencies should designate one high school, one vocational school/center (if not a part of the high school), one middle school, and perhaps one elementary school (if elementary school guidance program exists) for actual onsite visits.

5. The staff of each school designated for review should conduct a self-assessment using the standards. The results of each self-assessment should be forwarded to the Pupil Services Branch three weeks prior to the scheduled review date. Supportive evidence should be made available during the onsite review and should be sufficient enough to validate self-assessment ratings.

6. During each onsite review, the review committee should match their own assessment with the self-evaluation performed by the selected school during the onsite review. The actual review period per school is estimated to be no more than one-half day.

7. Review committees will report their observations and/or findings to each local education agency guidance supervisor within three weeks after the scheduled onsite review; a written report will be submitted with recommendations, if appropriate.

8. Maryland State Department of Education Specialists in Guidance will be available to provide technical assistance for implementing committee recommendations.

STANDARDS REVIEW SCHEDULE

1982-83 and Every Three Years Thereafter	1983-84 and Every Three Years Thereafter	1984-85 and Every Three Years Thereafter
Allegany County	Anne Arundel County	Baltimore County
Caroline County	Baltimore City	Frederick County
Carroll County	Calvert County	Howard County
Charles County	Cecil County	Kent County
Harford County	Dorchester County	Queen Anne's County
Montgomery County	Garrett County	St. Mary's County
Talbot County	Prince George's County	Washington County
Worcester County	Somerset County	Wicomico County

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